

Revision Assistant Traits, Grades 7-8 Argumentative

FSA ELA Text-Based Writing Rubric, Grades 6 - 10 Argumentation



Advanced

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Claim and Focus

The essay introduces a **clear, arguable, and specific claim**, based on the topic or text(s). The essay **maintains strong focus** on the **purpose and task**, using the whole essay to **support and develop the claim** while thoroughly addressing the demands of the prompt.

Purpose, Focus, and Organization

The response is fully sustained and **consistently focused within the purpose**, audience, and task; and it has a **clear claim** and **effective organizational structure** creating coherence and completeness. The response includes most of the following:

- **Strongly maintained claim** with little or no loosely related material
- **Clearly addressed alternate or opposing claims***
- Skillful use of a **variety** of **transitional strategies** to **clarify the relationships between and among ideas**
- **Logical progression of ideas** from beginning to end with a **satisfying introduction** and **conclusion**
- **Appropriate style and tone established and maintained**

*Not applicable at grade 6



Organization

The essay incorporates an **organizational structure** with **clear transitional words and phrases** that **clarify the relationships between and among ideas** in a way that strengthens the argument. The essay includes a **logical progression of ideas** from beginning to end, including an **effective introduction** and **concluding statement** or section.

Evidence and Elaboration

The response provides **thorough, convincing, and credible support**, citing evidence for the writer's claim that includes the **effective use of sources**, facts, and details. The response includes most of the following:

- Smoothly integrated, thorough, and **relevant evidence**, including precise **references to sources**
- Effective use of a variety of elaborative techniques to support the claim, **demonstrating an understanding of the topic and text**
- Clear and effective expression of ideas, using **precise language**
- Academic and **domain-specific vocabulary** clearly **appropriate** for the **audience** and purpose
- **Varied sentence structure**, demonstrating language facility



Support and Evidence

The essay cites **the most relevant, appropriate, and valid evidence** to support its claim and **fully explains** how the evidence cited and reasons **support the claim**. The essay **demonstrates reasoning and full understanding** of the topic or text(s). **Counterclaims** are **acknowledged** and/or **distinguished** from the essay's central claim.



Language and Style

The essay demonstrates a definitive **perspective and voice**, as well as a clear **command of conventions**. The essay incorporates **language** that attends to the **reader's interests** and effectively maintains a **formal style**. The essay consistently employs **vivid word choice** and **varied sentence structure**.

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Proficient

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Claim and Focus

Purpose, Focus, and Organization

The essay introduces a **clear claim**, based on the topic or text(s). The essay **mostly maintains a focus** on the **purpose** and **task**, but **may not develop the claim** evenly throughout the essay. The essay **adequately addresses** the **demands** of the prompt.

The response is adequately sustained and **generally focused** within the **purpose**, audience, and **task**; and it has a **clear claim** and **evident organizational structure** with a sense of completeness. The response includes most of the following:

- **Maintained claim**, though some loosely related material may be present
- **Alternate or opposing claims included but may not be completely addressed***
- **Adequate use** of a variety of **transitional strategies** to **clarify** the **relationships between and among ideas**
- **Adequate progression of ideas** from beginning to end with a **sufficient introduction and conclusion**
- **Appropriate style and tone established**

*Not applicable at grade 6



Organization

The essay incorporates an **organizational strategy** with **clear transitional words and phrases** that show the **relationship between and among ideas**. The essay includes a **progression of ideas** from **beginning to end**, including an **introduction and concluding statement** or section.

Evidence and Elaboration



Support and Evidence

The essay uses **clear, relevant, and appropriate evidence** and **explains** how the evidence **supports the claim**; evidence **may be uneven** throughout the essay. The essay demonstrates **logical reasoning and understanding** of the topic or text(s). **Counterclaims are acknowledged** but **may not be adequately explained** and/or **distinguished** from the essay's central claim.

The response provides **adequate support, citing evidence** for the writer's claim that **includes the use of sources**, facts, and details. The response includes most of the following:

- Generally integrated and **relevant evidence** from sources, **though references may be general or imprecise**
- Adequate use of some elaborative techniques
- Adequate expression of ideas, employing a mix of **precise and general language**
- **Domain-specific vocabulary generally appropriate** for the **audience** and purpose
- **Some variation** in **sentence structure**



Language and Style

The essay demonstrates a **perspective and voice**, as well as a general command of conventions. The essay incorporates language that shows an awareness of the reader's interests and **generally maintains a formal style** with a few possible exceptions. The essay employs **interesting word choice** and **some variety** in **sentence structure**.

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Developing

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Claim and Focus

Purpose, Focus, and Organization

The essay introduces a **claim** based on the topic or text(s), but it may be **somewhat unclear** or **not maintained** throughout the essay. The essay **may not fully address** the demands of the prompt or **stay focused** on the **purpose and task**. The writing may **stray significantly off topic** at times and introduce the writer's bias occasionally, making it difficult to follow the central claim at times.

The response is **somewhat sustained** within the **purpose**, audience, and **task** but **may include loosely related or extraneous material**; and it may have a claim **with an inconsistent organizational structure**. The response may include the following:

- **Focused claim** but **insufficiently sustained** or **unclear**
- **Insufficiently addressed alternate or opposing claims***
- **Inconsistent** use of **transitional strategies** with little variety
- **Uneven progression of ideas** from beginning to end with an **inadequate introduction or conclusion**

*Not applicable at grade 6



Organization

The essay uses a **basic organization structure** but **relationships** between and among ideas are **not consistently clear**. The essay **moves from beginning to end**; however, an **introduction** and/or **conclusion may not be clearly evident**.



Support and Evidence

Evidence and Elaboration

The essay uses **some evidence** but **may not precisely explain** how it supports the claim. The essay includes **some reasoning** and demonstrates a **superficial understanding** of the topic or text(s). The **support** of the claim **may rely on summary of the source** and **may not acknowledge counterclaims**.

The response provides **uneven**, cursory **support/evidence** for the writer's claim that includes **partial use of sources**, facts, and details. The response may include the following:

- **Weakly integrated evidence** from sources; erratic or **irrelevant** references or citations
- Repetitive or **ineffective** use of elaborative techniques
- **Imprecise or simplistic expression** of ideas
- Some use of **inappropriate domain-specific vocabulary**
- **Most sentences** limited to **simple constructions**



Language and Style

Conventions of Standard English

The essay demonstrates an **uneven** and/or **inconsistent perspective** and/or **voice**; it may also contain **errors in conventions**. The essay incorporates language that may not show an awareness of the reader's interests and **does not maintain a formal style consistently**. Some **attempts** at strong **word choices** are made, and **sentence structure may not vary often**.

The response demonstrates an adequate command of basic conventions. The response may include the following:

- **Some minor errors** in usage but no patterns of errors
- Adequate use of punctuation, capitalization, sentence formation, and spelling

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Emerging

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Claim and Focus

The essay **does not clearly make a claim**, or the **claim** is **overly simplistic or vague**. The essay **does not maintain focus** on **purpose** and **task** or remain objective.

Purpose, Focus, and Organization

The response is related to the topic but may demonstrate **little or no awareness of the purpose, audience, and task**; and it may have **no discernible claim** and **little or no discernible organizational structure**. The response may include the following:

- **Absent**, confusing, or **ambiguous claim**
- **Missing alternate or opposing claims***
- **Few or no transitional strategies**
- **Frequent extraneous ideas** that impede understanding
- **Too brief to demonstrate knowledge of focus or organization**

*Not applicable at grade 6



Organization

The essay **does not have an organizational structure** and may simply **offer a series of ideas without any clear transitions** or connections. An **introduction** and **conclusion** are **not evident**.



Analysis and Evidence

The essay does **not use clear or relevant evidence** or reasoning to support the claim or to **demonstrate an understanding** of the topic or text(s) or **uses very little evidence** from the source. **Counterclaims** are **not acknowledged** or **addressed**.

Evidence and Elaboration

The response provides **minimal support/evidence** for the writer's claim, including **little if any use of sources**, facts, and details. The response may include the following:

- **Minimal**, absent, erroneous, or **irrelevant evidence** or citations from the source material
- Expression of ideas that is **vague, unclear, or confusing**
- **Limited** and often **inappropriate language** or **domain-specific vocabulary**
- **Sentences** limited to **simple constructions**



Language and Style

The essay **does not demonstrate a clear voice** and/or perspective and **may contain pervasive errors in conventions**. The essay employs **language** that is **inappropriate** for the reader's interests and is **not formal in style**. **Word choice** is **uninteresting** or **poor**, and **sentence structures** are **simplistic and unvaried**.

Conventions of Standard English

The response demonstrates a partial command of basic conventions. The response may include the following:

- **Various errors in usage**
- Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling